

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -5 PM 2:08 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

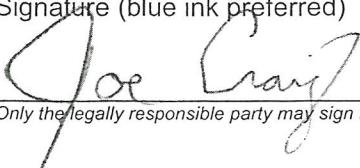
Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Rogers ISD	014907			
Vendor ID #	ESC Region #			
	12			
Mailing address	City	State	ZIP Code	
1 Eagle Drive	Rogers	TX	76569	
Primary Contact				
First name	M.I.	Last name	Title	
Jennifer		Maddox	District Librarian	
Telephone #	Email address		FAX #	
254-642-3224	jennifer.maddox@rogersisd.org		254-642-3851	
Secondary Contact				
First name	M.I.	Last name	Title	
Glenn		Kinard	Technology Director	
Telephone #	Email address		FAX #	
254-642-3224	gkinard@rogersisd.org		254-642-3851	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Joe		Craig	Superintendent
Telephone #	Email address		FAX #
254-642-3802	Joe.craig@rogersisd.org		254-642-3851
Signature (blue ink preferred)	Date signed		



2-2-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 014907

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Rogers Middle School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

The Rogers ISD library program is dedicated to helping students access, evaluate, and ethically use information from a variety of sources. Through the Check out for Success Program, the incorporation of technology will allow appropriate and authentic student learning experiences which prepares them to meaningfully participate as global citizens. Students will learn the technology skills to successfully collaborate and create by utilizing various multimedia programs and will acquire skills to participate responsibly as digital citizens in a global society.

Rogers Middle School students and teachers are committed to digital learning and forming a community that promotes global education. In supporting RMS campus goals, the library's Check Out for Success Program will provide students access to mobile learning devices through a technology lending program. The implementation of the program will allow teachers more opportunities and additional tools to enhance lesson plans, create collaborative project research, boost student engagement, and ultimately, prepare Roger Middle School students to be college and career ready.

Currently, 215 RMS students share two carts of 30 Chromebooks. One cart was awarded funding via the Centurylink grant and the other was funded by district IMA funds. Presently, the carts stay continuously booked five days of the week. According to the needs assessment conducted for the Check Out for Success project proposal, less than 45 percent of students surveyed stated having access a to a mobile device three to five times per week during school hours. Surveyed Rogers Middle School teachers cited an interest in achieving a higher level of technology integration in the classroom and curriculum, but lack of classroom device availability and students' access to devices during off-campus hours as major roadblocks.

With the implementation of the Check Out for Success program, seventh and eighth graders will be given the opportunity to check out a Chromebook for off-campus utilization. Although 86% of students surveyed stated having access to wifi when not attending school, 56% stated the lack of access to a computer or mobile device for completing assigned coursework. It is the program's goal is to offer physical and virtual access to materials in all formats, as well as to contribute to student academic growth by integrating technological devices into the library's collection and providing the opportunity for student check out.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 014907				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019				Fund code: 410	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$49,913.76	\$	\$
Total direct costs:			\$	\$	\$49,913.76
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$49,913.76
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 014907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 014907		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 014907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 014907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Chromebooks	188	174.99	32,898.12
2	Verizon Mobile Hotspots	5	199.00	995.00
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11	Warranties	188	35.29	\$6,632.64
12	Licenses	188	\$26.00	\$4,888.00
13	Verizon 12 Month Data Plans	5	\$900.00	\$4500.00
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$49,913.76

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	102	47.44%	
Limited English proficient (LEP)	6	.03%	
Disciplinary placements	0	0%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							66	76	73					215

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Schedule #13—Needs Assessment

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rural schools are often hindered by numerous encumbrances in providing a quality education for today's students. Students who attend schools in agricultural communities are being asked to do more with less. In 2016 the U.S. Department of Education's National Center for Education Statistics identified more than 2,000 Texas campuses as located in rural areas. A commonality amongst these campuses include not only isolation but insufficient resources.

Rural schools are often hindered by numerous encumbrances in providing a quality education for today's students. Students who attend schools in agricultural communities are being asked to do more with less. In 2016 the U.S. Department of Education's National Center for Education Statistics identified more than 2,000 Texas campuses as located in rural areas. A commonality amongst these campuses includes not only isolation but insufficient resources.

RISD district goals include the utilization of technology in order for students to compete in a changing global environment. The current curriculum continues to evolve into a blended learning environment where access to computers and the internet is equivalent to having any of the resources needed to succeed, including books. The RISD Library Program strives to offer students the necessary resources in order to be successful in a digital learning age.

Rogers Middle School is in the beginning stages of closing the learning gap while addressing the opportunity gap. Currently, Rogers Middle School students have access to two computer carts which hold 30 Chromebooks each. Adding to existing technology has been a goal of the RMS Campus Improvement Plan for two years. In addition to the two computer carts, the district has recently installed a new overlay network at the middle school in order to address poor connectivity issues that result from the geographic "dead zone" of the town and school.

The RISD library program serves both secondary campuses. The library currently has one computer cart with 30 Chromebooks and five desktop computers available for students. Due to the multi-campus access, the Chromebooks are only available for "in library" usage. Many classes utilize the library in order to have computer access for their students.

The Rogers ISD library program conducted an online need assessment Google Forms survey to the students and teachers of Rogers Middle School in order to identify areas of technological need. The survey was available for two weeks in order to give students and faculty ample time to participate. The campus currently employs 30 teachers and has 215 students enrolled in grades six through eight. Of the 215 students and 30 teachers, 77 students and 22 teachers participated, both providing valuable insight as to what resources the students currently have and what they feel is needed. The purpose of the grant is to provide Rogers Middle School students with access to Chromebooks and hotspots for checkout purposes.

It is the goal of the RISD library program to play an integral part in the systemic transformation of teaching and learning of Rogers Middle School students. With the integration of the Check Out for Success, Rogers Middle School students will have access to check out from 188 Chromebooks as well as five mobile Verizon hotspots. These devices are for student use both at school and at home. The role of the RISD library program will be to not only promote access but promote meaningful access.

Schedule #13—Needs Assessment (cont.)

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 014907	Amendment # (for amendments only):
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Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Equitable Access	Technology and how students access information has changed lives and the way students learn. Eighty percent of RMS students surveyed expressed concerns about the need to have digital device and internet access away from campus. Crossing the digital divide to ensure equitable access for all students regardless of socio-economic background allows for a reduction in educational barriers while preparing them for the digital complexities of the future.
2.	Student Digital Literacy	Rogers ISD recognizes the need for equity in transformational learning experiences for all students - anytime, anyplace. Students need to be empowered to make choices in their learning as a foundation for their future. Today's students will enter a future workforce that requires foundational skills such as the abilities to find, evaluate, utilize, share, and create content using information technologies and the Internet.
3.	Curriculum Integration	The Rogers Middle School is committed to creating engaging, relevant, and personalized learning experiences for all learners. This endeavor can be challenging when the resources are lacking. 70% of teachers surveyed reported using computers in the classroom less than one to two times per week due to the unavailability of access to computer carts. However, according to the survey, 95% of RMS teachers expressed an interest in incorporating a more blended learning environment if access were not an issue. Blended learning opportunities foster critical thinking, communication, collaboration, and creativity skills.
4.	Professional Development	Rogers ISD supports the idea that digital learning must be engaging and personalized with greater equity in high-quality teaching and opportunities through blended learning models. Just as student blended learning is a paradigm shift, so is the emphasis on rethinking teacher training. Seventy-five percent of Rogers Middle School teachers cited an interest in integrating new instructional technological approaches to stimulate student participation and interest if access was available. The Check Out for Success Program will allow students and teachers to learn together and from one another
5.	Digital Citizenship	Rogers Middle School recognizes the need for students to be educated in the areas of netiquette, cyberbullying and digital citizenship which are problems that often coexist with the utilization of technology. The importance of being able to successfully navigate the digital realm as productive cyber citizens are essential to making good choices affecting students' futures, both academically and

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Schedule #14—Management Plan

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Jennifer Maddox, Librarian	School Librarian Certificate, Med Education Administration, BA Elementary Education, 24 years in public education
2	Glenn Kinard, Director of Technology	20 years technology experience, 15 years Director of Technology
3	Bill Wilde, Math Teacher	MBA, 10 years public education, certified 4-8 generalist
4	Caroline Wilde, Technology Teacher	Bachelors of Business Administration, Masters of Education Educational Technology Leadership, 15 years Career & Technology teacher/Instructional Technologist
5	Nicolette Weismann, Counselor	Masters of Education Psychology, 2 years counseling services

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Purchase Laptops and Hotspots, Warranties, and Licenses	1. Collaborate with Director of Technology to identify vendor and appropriate device requirements	Early May 2018	Late May 2018
		2. Order devices	Early May 2018	Late May 2018
2	Cataloguing of Devices	1. Catalogue device in library software program	June 2018	July 2018
		2. Develop/Approve User Agreement	June 2018	July 2018
		3. Develop/Approve User Orientation Training	June 2018	July 2018
3	Program Promotion	1. Whole class orientations	August 2018	September 2018
		2. After school training for students, parents, teachers	August 2018	On-going
4	Program Implementation	1. Devices available for checkout	August 2018	May 2019
		2. Online tutorials and trainings made available through library services and counseling department	September 2018	May 2019
		3. Maintenance of devices/spot checks	August 2018	May 2019
5	Program Evaluation	1. Student online survey	May 2019	June 2019
		2. Parent online survey	May 2019	June 2019
		3. Teacher online survey	May 2019	June 2019
		4. Library circulation statistics	Early June 2019	Late June 2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rogers ISD has two committees in place that assist the district in the monitoring of goal and objectives. The District Improvement Committee and Campus Improvement Committee both consist of district personnel, teachers, parents, and community members. The District Improvement Committee has a broad focus whereas the Campus Improvement Committee is based on the needs of each individual campus. These committees meet at the beginning of each school year to set goals and objectives and create plans for both the district and campuses. These committees continue to meet throughout the school year to monitor and assess progress, as well as add new goals as needed. The District and Campus plans are live documents that can be updated at any time to meet the needs of the district or campus. These plans are shared on our district website for staff, teachers, parents, and community members to read. Updated information is disseminated via email, social media and staff meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rogers Middle School's Campus Improvement Plan identifies and addresses the goal to "increase not only the number of technology devices in our classrooms, but provide training for staff members to utilize the devices to enhance student learning." The Check Out for Success Program will not only increase the availability of student devices available for classroom and residential learning but also provide training for staff twice a semester in order to learn new classroom technology applications and various media tools available for curriculum integration. Combining the devices from the Check Out for Success Program and campus current devices, a greater number of RMS students will have access on a more reliable and consistent basis not only while on campus but beyond the instructional day.

In order to ensure project success, project participants will be given various venues to verbalize the successes and struggles of the program's implementation. Multiple forums such as monthly teacher PLC meetings, student, and teacher Q&A sessions during Fireside Chats, ongoing professional development and student tutorials based on the instruction and curriculum needs, and the STaR Chart teacher self-evaluation. These forums will allow for identification of growth and success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 14907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Q&A sessions with Fireside Chat sessions	1.	80% positive teacher/faculty feedback on device implementation
		2.	80% positive student feedback on device implementation
		3.	
2.	Student/Staff/Parent Surveys	1.	80% participation in all surveys
		2.	80% indication of successful integration into curriculum by staff
		3.	80% indication of successful student usage for completing assignments while at school and away from school
3.	Completion of Digital Citizenship Online Program	1.	All RMS students will successfully complete an online Digital Citizenship Program as identified by the RISD Counseling Department
		2.	
		3.	
4.	EOY Library Circulation Data	1.	Library data will show 90% chromebook checkout for Fall and Spring semesters
		2.	Library data will show 90% mobile hotspot checkout for Fall and Spring semesters
		3.	
5.	Teacher STaR Chart	1.	RMS teacher STaR Chart data will show a 25% increase from BOY administration to EOY administration
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RISD Technology Lending program will collect and assess data on an ongoing basis throughout the school year through various methods: (1) Teachers, students, and parents will be given the opportunity to provide valuable feedback in a variety of ways. Multiple online surveys will be administered through the RISD Library Program's website to assess current student/parent/teacher successes while collaborating with administrators, curriculum coordinators, counselors, Teacher Technology team to identify and address opportunities for growth. (2) Semester opportunities to meet and discuss the growth and implementation of the program (Fireside Chats) will allow 100% both students and faculty the opportunities to brainstorm, collaborate, and celebrate. (3) RISD's Counseling Department will help create a positive school culture that supports safe and responsible technology use by enhancing their digital citizenship classes by utilizing the Library's Technology lending program devices. 100% of all 144 8th and seventh-grade students will participate and successfully pass the online program indicating mastery of digital citizenship and cyber-bully awareness. (4) Data usage provided by the RISD Library Programs cataloging software will indicate a 90% checkout rate for both Chromebooks and mobile hotspots by the 215 RMS students. (5) A 50% increase in self-identified technology ability level will be determined by 50% of the 30 RMS teachers STaR Chart tests at the EOY as opposed to the initial test taken at the BOY. The results will assist in identifying needs for professional development to ensure the best possible teaching and learning for RMS students.

Problems with project delivery as determined through evaluative methods will be addressed by some or all of

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 014907

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, device availability at RMS is approximately 1:3.5. Two Chromebook carts service 215 students with 60 devices. One cart was purchased in 2017-2018 with IMA funds and one cart was the result of a successful grant written by a sixth-grade teacher. RMS students also have access to 30 Chromebooks and five desktop computers in the RISD Secondary Library before school, during school, and after school

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 014907

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Libraries serve as active partners in the teaching and learning process by collaborating with educators to develop meaningful learning experiences through the integration of both content and information literacy. To further enhance the learning environment for Rogers middle school students, the Check Out for Success program will provide the opportunity to check out devices and hotspots to increase student success. The goal of this program lies in the root of the district's Mission statement, "Rogers ISD will provide a learning environment where each student is challenged to reach the highest level of excellence."

By providing these devices students will have access to library information services, school curriculum, and the Internet regardless of geographic location or economic circumstance. Rogers ISD's goal to "utilize technology through instruction needed to compete in our changing global environment" enables the library program to promote information literacy, critical thinking, and lifelong learning to assist students in achieving their educational goals of being college and career ready.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Equitable access is a key component of education. Technology skills are crucial for preparing students for future success academically and beyond. Due to a poor geographic location, the city of Rogers struggles with internet coverage from many local vendors. The Check Out for Success project will allow students to check out a hotspot device in order to extend their learning beyond the school day.

The Check Out for Success Program needs assessment indicated the highest need for extended day internet access was in order for RMS students to successfully complete coursework at home. Based upon circulation statistics and data usage, it is the mission of the library to supplement the proposed hotspots, one to two per year, if a higher need is noted.

Rural athletic divisions often experience similar internet disparities than its counter urban divisions. The RMS coaching staff enthusiastically supports utilization of hotspots on athletic trips for student coursework completion. The ability to complete homework, conduct research, read online or collaborate on projects will fill in "down time" during long bus rides or sporting event wait times. RISD coaches have high expectations of athletes and therefore continue to support raising the academic bar

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014907

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RMS campus leaders support the integration of Google apps and Google Classroom in order to streamline class management, centralize classroom assignments, provide feedback, and deliver safe, effective digital instruction. Students collaborate online in real-time, create, and produce coursework and projects. Greater access to devices would allow more students and classes to participate in the online platform.

The RISD library program promotes the use of credible online sources for student research. Students have access to four online databases, two electronic newspapers, and a multitude of other reliable resources available through the library's website. An increase in devices would ensure greater student access to these accurate and reliable resources.

Teachers who are interested in technology integration are often unable to integrate as often as they would like due to availability. Many media tools RMS teachers utilize, such as Screencastify, Prezi, or Classcraft often engage students, therefore, increasing student learning. Unfortunately, inconsistent availability often impedes the educator's ability to use in the classroom and with students, therefore, having a negative impact on classroom learning and instruction.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, RMS curriculum includes coursework that has digital components which students are not always able to utilize. The addition of devices by the Check Out for Success program will support student digital interaction in the content of these areas. All grades participate in the inquiry-based STEMSCOPES curriculum which integrates interactive STEM activities, labs, and assessments. In addition, the campus participates in Exact Path, an individualized learning initiative centered around the Math, Reading, and Language Arts content areas.

Middle school students identified as special populations and 504 are currently using Google apps as a classroom modification in the areas of dyslexia and visual impairment. Students are able to type coursework responses in the Read & Write app. ELL students often use Google Translate to assist in comprehension of assignments assigned in English.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014907

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rogers ISD has a robust Wireless Overlay, and high bandwidth availability that can support the number of proposed devices. Rogers ISD has two technologists that will oversee implementing, troubleshooting and care of the proposed devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014907

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district librarian will be in charge of the administration and operation processes of the Check Out for Success program. Devices will be barcoded and cataloged into the library's software Destiny program. Students will have the ability to check out laptops and/or hotspots for 24 hours unless determined otherwise by special circumstances. In cases of competing for need, student requests will be evaluated on an individual basis and granted upon greatest educational impact. Upon implementation of the Check Out for Success grant, the Rogers library program will budget monies to fund a buffer pool of 10 Chromebooks (10 percent) which is intended to be permanent replacements for laptops that are lost, stolen, or damaged beyond repair, and spares for laptops while they are being repaired. Students interested in participating in the Check Out for Success program will also contribute a take-home fee based upon student eligibility for free or reduced lunches. These fees will also be used to cushion replacement devices if needed.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Devices acquired will be inventoried not only through the RISD library's Destiny software management system, but also through the technology department's electronic inventory system. Per RISD policy, devices under \$500 in value will not be insured.

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